Relationships, Sex & Health Education

(Version 1.1)

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Authorisation

Date Ratified: December 2022

Signed By: Tricia Brabham
On behalf of school governors

Signed by: James Oakley
Headteacher

Review Date: December 2024

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Curriculum Aims

Our curriculum aims/intends to:

- provide opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- provide opportunities to create personal understanding
- be child-focused, responding and tailored to the needs of the child
- allow teachers to enjoy building a relationship with their class, getting to know them better as unique human beings

At Mendip Green Primary School, we teach Personal, Social, Health Education (PSHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Relationships, Sex and Health Education (RSHE) is an integral part of this curriculum. We have made a conscious choice to deliver the majority of our PHSE and RSHE curriculum using the JIGSAW programme.

Our PSHE and RSHE curriculum focuses on the skills, attitudes and knowledge that will enable children to keep themselves safe, develop awareness of their thoughts, feelings and responsibilities and make informed choices. Through this child-focused and tailored approach, we will be able to improve the children's capacity to learn and, ultimately, their life chances.

The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw's programme of study covers all areas of PSHE for the primary phase including statutory Relationships, Sex and Health Education. The learning is split into six main themes throughout the year which take place at the same time in each year group. This allows for a consistent approach across the school and provides greater opportunity for whole school activities and celebrations linked to PSHE and RSHE.

The overview of the year group content can be seen on the school website within the curriculum maps. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities provided for our children.

RSHE within Mendip Green Primary School will be embedded throughout the PSHE curriculum and will be taught by class teachers throughout the year. However, some groups of children may be given additional support in developing relationships and friendships by our pastoral team or by teachers and teaching assistants. We feel strongly that RSHE should be taught by adults the children are close and comfortable with, allowing for open, honest discussions.

Legislation and DfE guidance

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."
DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”
Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”
DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSHE.”
DfE Guidance p.11

Relationships Education

The teaching of relationships education is statutory for all pupils.

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral, social, cultural and emotional development. It is about understanding the importance of positive relationships and of respect, love and care. Within this context, it also involves learning about sex and sexual health at an age appropriate stage of children's development. The DfE's guidance for Sex and Relationship Education (2000) was written to take account of the revised National Curriculum and the new Personal, Social and Health Education (PSHE) framework. RSHE is an integral part of the non-statutory guidance for PSHE in primary schools and, therefore, this policy should be read in conjunction with the school's PSHE Guidelines.

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

The teaching of health education is statutory for all pupils.

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in PSHE (Jigsaw) this is taught as part of the Changing Me Puzzle (unit 6).

Sex Education

The teaching of sex education is non-statutory – parents have the right to withdraw for some or all of this part of the curriculum that is taught through PSHE.

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Mendip Green Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We intend to teach this in Science lessons and PSHE (Jigsaw) lessons.

The Right to Withdraw

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Mendip Green Primary school determines the content of sex education within school. Sex education 'should ensure that children are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Parents have the right to withdraw their children from the non-statutory components of RSHE i.e. sex education. There is no right to withdraw from Relationships Education or Health Education. Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

Before any Sex Education discussions or lessons take place, parents will be given at least one week's notice by the class teacher. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSHE. The RSHE curriculum will be shared with parents to ensure coverage if pupils are withdrawn.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this:

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

Curriculum Coverage

Whole-school approach Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Teachers allocate up to 1 hour a week for each session depending on the requirements of the content and the needs of the children.

The table below outlines the relationship between the knowledge taught in science and the knowledge taught in RSHE.

Year	Science	JIGSAW
1	To identify, name, draw and label the basic parts of the human body.	Boys' and girls' bodies; correct names for body parts.
2	To notice that animals including humans, have offspring which grow into adults.	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).
3	To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.
4	To describe the life process of reproduction in some plants and animals. To describe the simple functions of the basic parts of the digestive system in humans.	Internal and external reproductive body parts. Recap about puberty and menstruation. Explained in simple terms.
5	To describe the changes as humans develop to old age.	Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Explained in simple biological terms.
6	To identify and name the parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.	Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

PSHE is embedded across assemblies, learning charters and between relationships of all those in our school community. We aim to 'live' what is learnt and apply it to everyday situations.

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers do, as always, tailor some content and pedagogy to meet the needs of the children in their classes.

What we believe

Although, ideally, parents and/or carers should be considered the key people in educating their children about sex and relationships, we believe that, as a school, we can and should provide opportunities for children to discuss and explore issues as part of a balanced and carefully considered programme of work for RSHE.

Learning about sexual relationships is an inescapable element of school and home life. Children will talk about these issues at play as well as in the classroom and they are likely to be aware of them through the media. It is important in a world where children and young people are surrounded by many different, conflicting messages that they are given accurate information, so misconceptions can be dispelled and they feel reassured about themselves and others.

We believe that children have a right to know about the changes that are taking place, and will take place, in their bodies and how these may affect their feelings and attitudes. Children need to come to understand their own bodies and feelings and so be prepared for the opportunities and responsibilities of stable relationships, including marriage.

We recognise that as children progress through KS2 and beyond, they need opportunities and support in working out their own belief system and the impact that this will have on their relationships. This will take account of their response to faith or moral teaching they have received within school, culture or from home.

Curriculum Overview

	The PSHE Curriculum			Overview details provided by Jigsaw		
	Our Vision: At Mendip Green our PSHE and RSE curriculum focuses on the skills, attitudes and knowledge that will enable children to keep themselves safe, develop awareness of their thoughts, feelings and responsibilities and make informed choices. Through this child-focused and tailored approach, we will be able to improve the children's capacity to learn and, ultimately, their life chances.					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	**Being in My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
	• Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities	• Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself	• Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals	• Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety	• Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend	• Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations
Key Stage 1						
	Being in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Year 1 Coverage	• Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter	• Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone	• Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles • Feelings of success	• Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with household items • Road safety • Linking health and happiness	• Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships	• Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change • Transition
DfE Statutory Guidance	R: 7, 9, 12, 14, 16	R: 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 25, 29, 31, 32	R: 12, 16, 30	R: 15, (21), (22), (23)	R: 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, (20), 25, 26, 27, 28, 30, 32	R: 1, 6, 15, 19, 25, 26, 27, 29, 32
	H: 2, 3, 4, 7	H: 2, 3, 7, 8, 9	H: 2, 3, 4	H: 1, 2, 3, 5, 6,18, 19, 21, 22, 23, 24, 25, (27), 28, 30	H: 2, 3, 6, 9	H: 2, 3, 4, 34
Year 2 Coverage	• Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings	• Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends	• Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success	• Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food	• Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships	• Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition
DfE Statutory Guidance	R: 12, 13, 14, 15, 16, 19, 26, 32	R: 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 26, 30, 31, 32	R: 12, 13, 14, 15, 16, 19, 30		R: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 19, 20, 22, 26, 27, 28, 29, 30, 31, 32	R: 15, 19, 26, 27, 29, 30, 31, 32
	H: 2, 3	H: 2, 3, 4, 7, 8, 9, 13, 15, 17	H: 2, 3, 4	H: 1, 2, 3, 5, 6, 12, 18, 19 20, 21, 22, 23, 24, 25, (27), 28	H: 2, 3, 15	H: 2, 3, 34

Lower Key Stage 2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Being in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Year 3 Coverage	• Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives	• Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments	• Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting	• Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and off line scenarios • Respect for myself and others • Healthy and safe choices	• Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends	• How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition
DfE Statutory Guidance	R: 7, 8, 9, 12, 13, 14, 16, 19, 21, 25,32	R: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 23, 25, 30, 31, 32	R: 12, 13, 14, 15	R: 15, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32	R: 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 32	R: 1, 2, 3, 4, 18, 27
	H: 2, 3	H: 2, 3, 4, 7, 8, 9, 13, 15	H: 2, 3, 4	H: 1, 2, 3, 5, 6, 9, 11, 17, 18, 19, 20, 21, 22, 13, 14, 25, 28, (27), 32	H: 2, 3, 9, 11, 12, 13, 14, 15	H: 2, 3, 34, 35
Year 4 Coverage	• Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour	• Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions	• Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes	• Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength	• Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends • Showing appreciation to people and animals	• Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change
DfE Statutory Guidance	R: 7, 8, 9, 11, 12, 13, 14, 16, 19, 25	R: 11, 12, 13, 15, 16, 17, 20, 21, 22, 25, 30, 31, 32	R: 12, 14, 16	R: 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25, 29,90, 31, 32	R: 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 25, 32	R: 1, 2, 3, 4, 26, 27
	H: 2, 3,	H: 2, 3, 4, 7, 8, 9, 13	H: 2, 3	H: 1, 2, 3, 4, 21, 24, 25, 26 (27)	H: 2, 3, 4, 7, 9, 10	H: 2, 3, 4, 34, 35

Upper Key Stage 2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Being in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Year 5 Coverage	• Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating	• Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures	• Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation	• Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour	• Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules	• Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition
DfE Statutory Guidance	R: 12, 13, 14, 15, 16	R: 9, 10, 12, 13, 15, 16, 17, 18, 29, 30, 31, 32	R: 12, 15, 16	R: 12, 15, 16, 18, 25, 27, 30, 31, 32	R: 5, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21 22, 23, 24, 25, 26, 30, 31, 32	R: 15, 25, 26, 27
	H: 2, 3, 7	H: 2, 3, 4, 7, 8, 9	H: 2, 3	H: 1, 2, 3, 4, 5, 6, 9, 10,18, 19, 20, 21, 24, 25, (27), (29), 32, 33	H: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 28	H: 1, 2, 3, 4, 5, 6, 10, 18, 34, 35
Year 6 Coverage	• Identifying goals for the year • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling	• Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy	• Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments	• Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress	• Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use	• Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition
DfE Statutory Guidance	R: 6, 7, 12, 13, 14, 25	R: 3, 11, 12, 13, 15, 16, 17, 18, 19, 21, 25, 30, 31, 32	R: 12, 13, 15, 16	R: 6, 7, 11, 15, 16, 19, 25, 26, 27, 30, 31, 32	R: 8, 9, 10, 11, 13, 15, 17, 19, 20, 21 22, 23, 24, 25, 26, 27, 28, 29 30, 31, 32	R: 1, 4, 6, 7, 8, 9, 13, 15, 16, 19, 25, 30, 32
	H: 2, 3, 4	H: 2, 3, 4, 7, 8, 10, 11, 17	H: 2, 3, 4, 7	H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 17, 18, 19, 20, 21, 24, 25, (27), 28, 31	H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 24	H: 1, 2, 3, 4, 6, 7, 9, 10, 34, 35

Monitoring and review

We are committed to monitoring and evaluating the effectiveness and appropriateness of our PSHE programme.

This will be achieved through:

- pupil voice feedback
- staff reviews and feedback including professional development opportunities
- parental comments
- OFSTED inspection
- academy networking
- regular updates from the JIGSAW programme

Equality, representation and safeguarding

Equality

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Mendip Green Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Representation

RSHE guidance seeks to uphold British Values of equality and diversity. As such, it is the expectation that when discussing such matters as:

- who is in my family?
- who looks after me?
- committed relationships

Children will be encouraged to explore a range of family and relationship types. This will continue to include the traditional nuclear family (mum, dad and children) but will also encompass more modern family settings such as: single parent families, step families, foster and adoptive families, those cared for by relatives other than their parents, mixed race families, families including parents of LGBTQ+ groups, and any other family types that may be included within the current cohort.
No one particular family style will be favoured or ‘encouraged’, the aim is merely to make all children feel that their family life is just as valid as any other.

Body parts including external genitals (inc. within key stage 1) will be discussed and correctly labelled. Many studies have shown that children (particularly the very young) lack the communication skills necessary to accurately discuss their body parts. The aim of this change is to empower young children to be able to raise queries, medical concerns, or even safety concerns, with trusted adults in a way that is clear for adults to understand. Having scientifically accurate names for body parts also takes some of the embarrassment and stigma away. Discussions will also include the need for privacy.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate

staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.